

# Teaching of Real Fluency!

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## A Model of Reading Instruction

### Words

#### Accuracy in:

**Phonics (Word Recognition)**

**Spelling**

**Vocabulary**

### Word Study

### Fluency

**Automaticity**

**Prosody**

### Fluency Instruction

*Surface level*

*Deep level*

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### Comprehension

**Background Knowledge**

**Comprehension Strategies**

### Guided Reading

## **Components of Effective Fluency Instruction**

*Fluency is the ability to read accurately, quickly, expressively, with good phrasing, AND with good comprehension. A recent study sponsored by the U.S. Department of Education found that fourth grade students' oral reading fluency is a strong predictor of silent reading comprehension. Moreover, the same study found that nearly half of the fourth graders studied had not achieved even a minimally acceptable level of reading fluency. Fortunately, a solid body of evidence suggests that fluency can be taught and that effective instruction in fluency leads to overall improvements in reading.*

- **M**

- **A**

- **P**

- **P**

- **S**

**For more on fluency see the Chapter on Fluency from the Report of the National Reading Panel. See also, Technical Report 2-008 from the Center for the Improvement of Early Reading Achievement ([www.ciera.org/library/reports/index.html](http://www.ciera.org/library/reports/index.html)).**

### NAEP Oral Reading Fluency Scale

4. Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from the text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation. Reads at an appropriate rate.
3. Reads primarily in three- and four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. Reader attempts to read expressively and some of the story is read with expression. Generally reads at an appropriate rate.
2. Reads primarily in two-word phrase groups with some three- and four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to the larger context of the sentence or passage. A small portion of the text is read with expressive interpretation. Reads significant sections of the text excessively slow or fast.
- 1 Reads primarily word-by-word. Occasional two-word or three-word phrases may occur – but these are infrequent and/or they do not preserve meaningful syntax. Lacks expressive interpretation. Reads text excessively slow. A score of 1 should also be given to a student who reads with  
2 excessive speed, ignoring punctuation and other phrase boundaries, and reads with little or no expression.

### NAEP STUDY OF ORAL READING FLUENCY

<u>FLUENCY SCORE</u>	<u>SILENT RDG ACHV SCORE</u>	<u>% STUDENTS</u>
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4

3

2

1

## **Teaching Reading Fluency: Assisted Reading**

**Assisted reading refers to the notion that what a person cannot read fluently on his or her own, he or she can develop fluency when reading orally with another reader(s) who is more fluent.**

### **Forms of Assisted Reading**

- 1. Choral (Group) Reading**
- 2. Paired Reading (Neurological Impress Reading)**
- 3. Audio-Assisted Reading**
- 4. Captioned Video Text**

## PAIRED READING: HOW TO DO IT

### Reading Together

1. You and your child both read the words out loud together. Read at the child's speed. You are modeling good reading for your child.
2. As you read together, your child must read every word. To make sure your child is looking at the words, it will help if one of you *points* to the word you are both reading with a finger or card. It's best if your child will do the pointing.
3. When a word is *read incorrectly* you just say the word and then your child immediately repeats the word.
4. Show interest in the book your child has chosen. Talk about the pictures. Talk about what's in the book as your child goes through it. It's best if you talk at the end of a page or section, or your child might lose track of the story. Ask what things might happen next. Listen to your child – don't do all the talking.

### Time

1. Try very hard to do Paired Reading every day for **5 minutes**. If the student wants to read longer, a total of 15 minutes is long enough.
2. Select a time that's good for both you and your child. Don't **make** your child do Paired Reading when he/she really wants to do something else.
3. For days when you are not available, you may want to train someone else to be a substitute. Grandparents, older brothers and sisters, aunts, baby-sitters can be excellent reading role models, too.

### Place

1. Try to find a place that's **quiet**. Children are easily distracted by noise. Turn off the T.V., radio, and stereo.
2. Try to find a place that's **private**. No one else should be in the room. Many families find this is a great opportunity for one parent to spend time with just one child.
3. Try to find a place that's **comfortable** so both readers can concentrate on the story without having to shift around. Try to associate warm and snuggly feelings with reading.

### Reading Alone

1. When you are reading together and child feels confident, your child might want to read alone. You should agree on a way for him/her to *signal* you to stop reading along. This could be a knock, squeeze, or tap with the elbow. (Saying “be quiet” or similar words might make your child lose track of the meaning of the story.)

When signaled, you immediately stop reading aloud and feel glad that your child wants to be an independent reader.

2. When the student comes to an *unknown word*, wait *five seconds* to allow time for word attack skills to be used. If the word is mastered, be sure to praise the accomplishment. However, if the student is unable to work it out after five seconds, you say the word. Then the child repeats the word and both of you read together out loud until the next signal to read alone.

If a word is *misread*, you say the word correctly; the student repeats the word; and both of you read out loud together until the child signals again.

3. You may *not be able to finish* a book or chapter in one sitting. When you start the next day, briefly discuss what happened so far in the story and start reading where you left off.
4. If you finish a book before the end of the time, read the book again. Repeated reading is very good practice. It builds confidence and comprehension.
5. If the book has not been completed by the end of the week, it’s O.K. The child is not expected to read every book alone. The focus of Paired Reading is enjoyment and reading together.

### **Points to Remember**

- Pointing
- Pace
- Discuss
- Wait 5 seconds
- Child repeats word
- Praise
- Signal

## **Audio Assisted Reading: Evidence-Based Instruction for Improving Reading Fluency and Overall Reading Proficiency**

Reading research indicates that oral-assisted reading techniques, reading while listening to a fluent reading of the same text by another reading, can lead to extraordinary gains in reading fluency and overall reading achievement (Kuhn & Stahl, 2001; Topping, 1995).

Taped-Assisted reading is a version of oral-assisted reading in which readers listen to a fluent rendering of the passage while reading it themselves. This approach to reading has a rich history and has been shown to be especially effective with students experiencing severe difficulties in learning to read (e.g. Carbo, 1978a, 1978b, 1981; Chomsky, 1976). More recent international research has affirmed the effectiveness of tape-assisted reading to improve students' fluency and general reading proficiency:

- In a 27 week intervention, students received a daily 15-25 minute instructional intervention in which they read along silently while listening to the same passages on tape presented through a personal cassette recorder. Students read and listened to passages repeatedly until they felt they could read the text fluently on their own. Average student gain in the program was 2.2 years; some students made as much as 4 years progress in reading during the  $\frac{3}{4}$  of a year intervention. Over half the students were reading above their assigned grade level at the end of the intervention. Moreover, students maintained their gains in reading over a six week vacation. (Pluck, 1995)
- Tape-assisted reading was found to have a facilitative effect on the reading accuracy, fluency, confidence, and overall progress of ELL readers in school and at home. (Blum, Koskinen, et al, 1995; Koskinen, Blum, et al., 1999).
- A study of middle school students from non-English speaking backgrounds made 14 months progress in reading after using a tape-assisted program for 2 months. (Langford, 2001)
- A study of 29 elementary and middle grade students, half of whom were from non-English speaking background, employed tape-assisted reading in a 4.5 month intervention. Teachers or teacher-aides worked with students using a tape-assisted program. In some schools students worked in their classrooms, in others they were pulled out to special rooms to implement the tape-assisted program. Students practiced their assigned passages (usually 6-8 times) while they listened to the fluent renderings of the texts on tape until they were able to read the text fluently without assistance. When one text was mastered, students moved on to a more challenging text. Students were found to have made gains of over 2 years in overall reading achievement. Spelling improved by nearly a year and oral language also improved by nearly 1.5 years. English speaking and ELL students both made similar gains in reading achievement. Gains were also reported for students attitude toward reading and teachers' ratings of students classroom reading performance. (Nader & Elley, 2002)

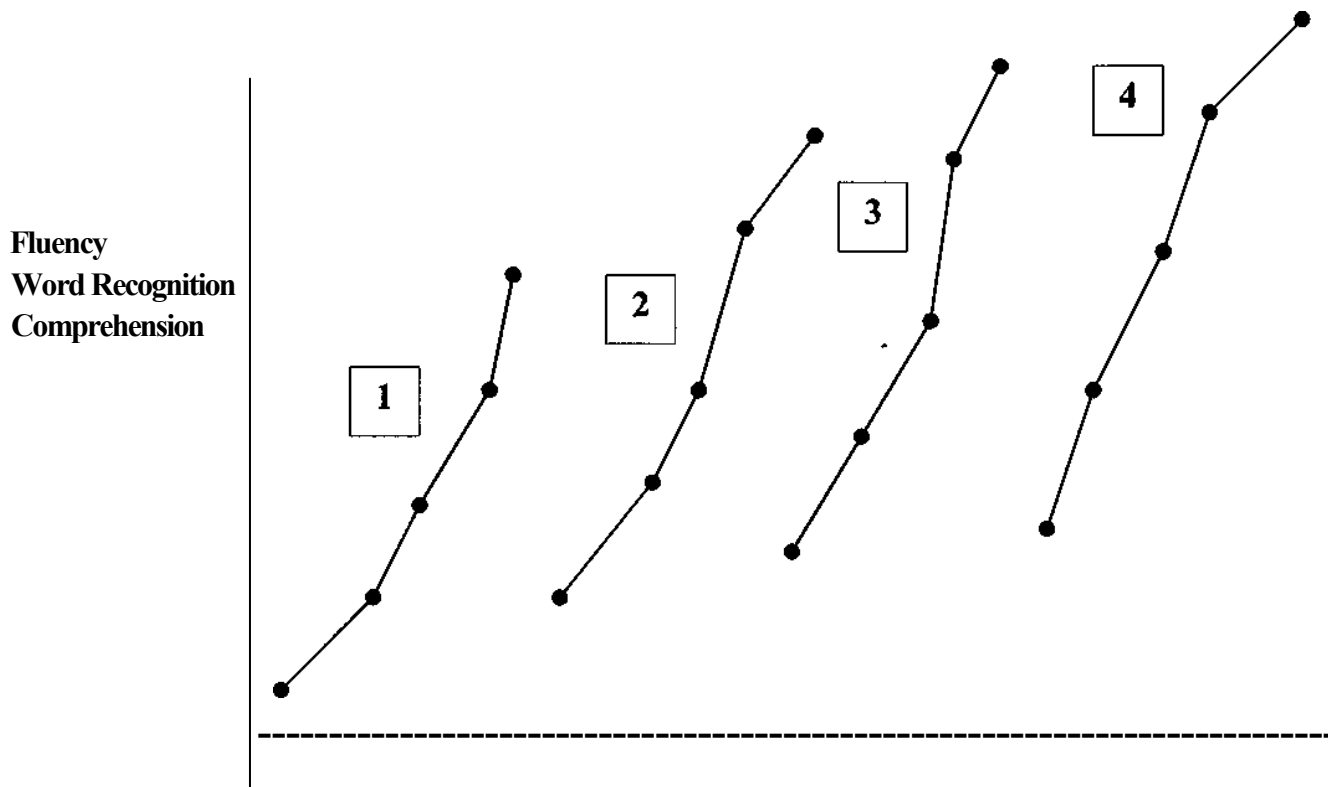
### **Using Tape-Assisted Readings in Elementary and Middle Schools**

The evidence clearly supports the use of tape-assisted reading methods and materials with students from the primary through middle grades. Effectiveness of extraordinary reading achievement has been shown for struggling readers and readers who are English Language Learners. Moreover, effectiveness of Tape-Assisted programs have been demonstrated in relatively short periods of implementation (e.g. 8-27 weeks).

Interestingly, the research also supports a variety of methods of implementation, from in-classroom programs, pull-out programs, and using tape-assisted reading programs at home. Programs have been successfully run by teachers, aides, and parents in the home. Tape-assisted reading programs can be implemented as a supplement to existing mainline reading programs or as the main program itself.

## Teaching Reading Fluency: Repeated Reading

Repeated readings refer to the instructional practice of repeatedly reading one passage (50-250 words) until the reader can read it fluently (achieving some predetermined level of automaticity and/or expression).



*When readers practice a passage, they improve on the passage on which they practiced. However, improvement is also apparent on passages readers had not yet read!*

Repeated readings works best and is most authentic when readers are given an opportunity to perform the texts they practice.

Repeated readings works best when readers are coached in their practice by a teacher, parent, or classmate who listens for expressiveness, phrasing, and appropriate rate, provides encouragement, and gives assistance when needed.



## **Repeated (Practiced) Reading of Authentic Texts**

**Look for texts that can be interpreted orally, that have a strong sense of voice. Look for texts that can be performed for an audience.**

**These are texts that need to be rehearsed (practiced):**

- **Scripts (Readers theater)**
- **Poetry**
- **Song lyrics**
- **Speeches and oratory ([www.americanrhetoric.com](http://www.americanrhetoric.com))**
- **Cheers**
- **Chants (jump rope chants)**
- **Monologues**
- **Dialogues**
- **Journal entries**
- **Letters**
- **Other**

## Sources for Reader's Theatre

### Web Sources

<http://www.timrasinski.com>

<http://www.storiestogrowby.com/script.html>

<http://www.timelessteacherstuff.com/>

<http://www.aaronshep.com/rt/>

<http://www.teachingheart.net/readerstheater.htm>

<http://www.cdli.ca/CITE/langrt.htm>

<http://www.geocities.com/EnchantedForest/Tower/3235>

<http://www.storycart.com>

<http://loiswalker.com/catalog/guidesamples.html>

<http://www.readinglady.com>

[http://home.sprynet.com/~palermo/intr\\_rdio.htm](http://home.sprynet.com/~palermo/intr_rdio.htm)

<http://home.sprynet.com/~palermo/radiokit.htm>

<http://www.margiepalatini.com>

<http://www.fictionteachers.com/classroomtheater/theater.html>

<http://hometown.aol.com/rcswallow/>

[http://www.readingonline.org/electronic/elec\\_index.asp?HREF=carrick/index.html](http://www.readingonline.org/electronic/elec_index.asp?HREF=carrick/index.html)

<http://www.literacyconnections.com/ReadersTheater.html>

<http://bms.westport.k12.ct.us/mccormick/rt/RTHOME.htm>

<http://www.readerstheatre.ecsd.net/collection.htm>

<http://www.vtaide.com/png/theatre.htm>

### Commercial Publishers

Reader's Theatre Script Service: [www.readers-theatre.com](http://www.readers-theatre.com)

619-276-1948 Call for catalog. Has excellent scripts available from grades one through adult literacy. Reasonably priced.

Portage and Main Press. 100-318 McDermot Ave., Winnipeg, Manitoba, Canada R3A 0A2 800-667-9673, [www.portageandmainpress.com](http://www.portageandmainpress.com)

Has at least 5 book collections of readers theater scripts from K through Grade 8.

***Texts for Fluency Practice*** (Rasinski and Griffith)

***Building Fluency through Practice and Performance*** (Rasinski and Griffith)

Shell Publishing – see last page of handout

For more fluency materials contact Teacher Created Materials (888-333-4551). Ask for “Texts for Fluency Practice” by Rasinski and Griffith

276.041wp

**PASSAGES FOR  
PROMOTING  
FLUENCY!**

A Boy's Summer

With a line and a hook  
By a babbling brook,  
The fisherman's sport we  
ply;

And list the song  
of the feathered throng  
That flits in the branches  
nigh.

At last we strip  
For a quiet dip;  
Ah, that is the best of joy.  
For this I say  
On a summer's day,  
What's so fine as being a  
boy?

Ha, Ha!

--Paul Laurence  
Dunbar

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The New Colossus

Give me your tired, your  
poor,  
Your huddled masses  
yearning to breathe free,  
The wretched refuse of  
your teeming shore.  
Send these, the homeless,  
tempest-tossed, to me:  
I lift my lamp beside the  
golden door.

Emma Lazarus

*O Captain! My Captain!*

*Although he is never  
mentioned by name,*

*Abraham Lincoln is the  
subject of this and the  
following poem. Lincoln  
was assassinated on April  
14, 1865, less than a week  
after the war had ended.  
This poem is one of  
Whitman's few poems  
written in meter and  
rhyme.*

O Captain! my Captain!  
our fearful trip is done,  
The ship has weather'd  
every rack, the prize we  
sought is won,  
The port is near, the bells I  
hear, the people all  
exulting,  
While follow eyes the  
steady keel, the vessel  
grim and daring;

But O heart! heart!  
heart!

O the bleeding  
drops of red,  
Where on the  
deck my Captain lies,  
Fallen cold and  
dead.

- Walt Whitman

IN FLANDERS FIELDS

In Flanders Fields the  
poppies blow  
Between the crosses, row  
on row,  
That mark our place, and  
in the sky  
The larks, still bravely  
singing, fly  
Scarce heard amid the  
guns below.

We are the Dead. Short  
days ago

We lived, felt dawn, saw  
sunset glow,  
Loved and were loved, and  
now we lie  
In Flanders fields.

Take up our quarrel with  
the foe:  
To you from failing hands  
we throw  
The torch; be yours to hold  
it high.  
If ye break faith with us  
who die  
We shall not sleep, though  
poppies grow  
In Flanders fields.

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Summer

There's long sunny season  
called summer.  
When it's over, kids say  
'what a bummer.'  
It's soon time for school,  
Which can be awfully  
cool,  
If you don't want to get  
any dummer.

Timothy Rasinski

A Fly and a Flea in a Flue

A fly and a flea in a flue  
Were trapped, so what  
could they do?  
Said the fly, "Let us flee!"  
"Let us fly!" said the flea,  
And they flew through a  
flaw in the flue.

Anonymous

## **Preamble to the Constitution**

A Choral Reading for a large group / Readers' Theater for 7 voices!

By Lorraine Griffith; Adapted by Timothy Rasinski

R1: The Constitution  
R2: of the United States of America.

All: We the people

R1: The people:  
R2: First the Native American,  
R3: then a flood of European immigrants,  
R4: Africans,  
R5: Middle Easterners,  
R6: Asian peoples,  
R7: South Americans  
R1-7: and they keep on coming

All: We the people of the United States,

R1: The United States:  
R2: ALL 50!  
R3: From Portland, Maine west to San Diego, California,  
R4: from Fargo, North Dakota south to El Paso, Texas  
R5: Alaska and Hawaii

All: We the people of the United States in order to form a more perfect Union,

R6: That Union seemed perfect, all of the colonies became states as well as the  
territories to the west,

R7: until the southern states seceded because they wanted States Rights.

R1: But the Civil War ended with a more perfect union of states based upon the belief  
that all Americans deserved the right to life, liberty, and the pursuit of happiness.

All: We the people of the United States, in order to form a more perfect Union,  
establish justice,

R2: Even before the established United States, justice was valued.

R3: John Adams had actually defended the British in court after they had attacked and  
killed colonists during the Boston Massacre. Although he didn't believe in the  
British cause, he still believed justice was more important than retribution.

R4: Justice was ensured for Americans by following the fairness of John Adams in establishing a Court system beginning with local courthouses and moving up to the Supreme Court in Washington, D.C.

All: We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility,

R5: There have been times when our nation's tranquility has been disturbed.

R6: but in spite of Pearl Harbor, December 7th, 1941

R7: and as recent as the horror in New York City, Washington D.C. and Shanksville, Pennsylvania, September 11th, 2001.

R1-7: we still live in a stable and peaceful country.

All: We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense,

R2: The Air Force. No one comes close! Soar to new heights in the wild blue yonder!

All: Nothing can stop the U. S. Air Force!

R3: The Army. Be all you can be! Be an army of one!

All: Hoo Ahh !

R4: The Navy, Welcome aboard;

All: Anchors aweigh! Full speed ahead!

R1: The Coast Guard, Protecting America, It's our job everyday!

All: Semper Paratus -- Always Ready

R5: and the Marines. The few, the proud.

ALL: Semper Fi (Figh)!

All: We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare,

R7: People's basic needs must be met in a country.

R5: Needs for housing, education, transportation, and health care are overseen by our government system.

R6: Labor laws ensure that people work in safe environments and that they are paid fairly for the work that they do.

All: We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves

- R1: Jefferson's promise of Life, Liberty, and the Pursuit of happiness came later for many of the peoples of our nation.
- R2: African Americans did not share the rights of whites by law until the Emancipation Proclamation signed in 1863.
- R3: Women did not share in the rights of men to vote or own property until 1920 when the Suffrage Act was ratified.

All: We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity,

- R 1: That's you and me!
- R 2-3: And our children!
- R 4-7: And our children's children.
- R 1-7: And their children too!

All: We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

- R5: The Constitution of the United States of America has stood the test of time.
- R6: Although it was signed on September 17th, 1787, it still stands as a ruling document of laws, ensuring our rights and liberties that we still enjoy today.
- R7: And so, let us proclaim once again for all the world to hear....

R1: The Preamble to the Constitution of the United States of America.

- R 2-3: We the people of the United States,
- R 2-3-4-5: in order to form a more perfect Union,
- R: 2-3-4-5-6: establish justice, insure domestic tranquility,
- R: 1-2-3-4-5-6-7: provide for the common defense, promote the general welfare,

ALL: and secure the blessings of liberty, to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

**From: Rasinski, T., & Griffith, L. (2005). *Texts for Fluency Practice* (Grade1, 1, Grades 2-3, Grades 4-8). Also: *Building Fluency Through Practice and Performance: American History*. Teacher Created Materials (Order @ 888-333-4551 or [www.teachercreatedmaterials.com](http://www.teachercreatedmaterials.com))**



## Fry Instant Word List

There are the Fry 600 most often used words in reading and writing. The first 300 words represent about two-thirds of all the words students encounter in their reading. Students should be able to recognize these words instantly and accurately (ie., become part of their sight vocabularies) in order to read with fluency. We recommend, as a rule of thumb, that the 1<sup>st</sup> 100 words be mastered by the end of 1<sup>st</sup> grade and each succeeding group of 100 mastered by the end of each succeeding grade (ie., by the end of grade 6 all 600 words should be part of students' sight vocabularies.)

### First 100 Instant Words

the	had	out	than
of	by	many	first
and	words	then	water
a	but	them	been
to	not	these	called
in	what	so	who
is	all	some	oil
you	were	her	sit
that	we	would	now
it	when	make	find
he	your	like	long
was	can	him	down
for	said	into	day
on	there	time	did
are	use	has	get
as	an	look	come
with	each	two	made
his	which	more	have
they	she	write	from
I	do	number	their
at	how	no	if
be	will	way	go
this	up	could	see
or	other	people	may
one	about	my	part

From Fry, E., Kress, J., and Fountoukidis, D. L. (2000). *The Reading Teacher's Book of Lists*, Fourth edition. Englewood Cliffs, NJ: Prentice-Hall. Reprinted with the permission of Edward Fry, copyright holder.

For more see: [www.timrasinski.com](http://www.timrasinski.com)

Also: [www.teachercreatedmaterials.com](http://www.teachercreatedmaterials.com) . Search Increasing Fluency with High Frequency Word Phrases.



## Fry Instant Phrases and Short Sentences

These phrases are made from the first 100 words in the Fry Instant Word List. The Fry list of 100 words represents 50% of all the words children encounter in the elementary school reading. Source for all 600 Instant Words: Fry, E., Kress, J., & Fountoukidis, D.L. (2000). *The Reading Teacher's Book of Lists*, Fourth Edition. Englewood Cliffs, NJ: Prentice Hall.

For full list of phrases see T. Rasinski. (2010). *The Fluent Reader*. Scholastic. See also: [www.timrasinski.com](http://www.timrasinski.com)

The people	So there you are.	Give them to me.
Write it down	Out of the water	Then we will go.
By the water	A long time	Now is the time
Who will make it?	We were here	An angry cat
You and I	Have you seen it?	May I go first?
What will they do?	Could you go?	Write your name.
He called me.	One more time	This is my cat.
We had their dog.	We like to write.	That dog is big.
What did they say?	All day long	Get on the bus.
When would you go?	Into the water	Two of us
No way	It's about time	Did you see it?
A number of people	The other people	The first word
One or two	Up in the air	See the water
How long are they?	She said to go	As big as the first
More than the other	Which way?	But not for me
Come and get it.	Each of us	When will we go?
How many words?	He has it.	How did they get it?
Part of the time	What are these?	From here to there
This is a good day.	If we were older	Number two
Can you see?	There was an old man	More people
Sit down.	It's no use	Look up
Now and then	It may fall down.	Go down
But not me	With his mom	All or some
Go find her	At your house	Did you like it?
Not now	From my room	A long way to go
Look for some people.	It's been a long time.	When did they go?
I like him.	Will you be good?	For some of your people

## **The Fluency Development Lesson (FDL): A Daily, Synergistic Instructional Routine**

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The FDL employs short reading passages (poems, story segments, or other texts) that students read and reread over a short period of time. The format for the lesson is:

1. Students read a familiar passage from the previous lesson to the teacher or a fellow student for accuracy and fluency.
  2. The teacher introduces a new short authentic text *with voice* (meant for rehearsal and performance) and reads it to the students two or three times while the students follow along. Text can be a poem, segment from a basal passage, or literature book, etc.
  3. The teacher and students discuss the nature and content of the passage.
  4. Teacher and students read the passage chorally several times. Antiphonal reading and other variations are used to create variety and maintain engagement.
  5. The teacher organizes student pairs. Each student practices the passage three times while his or her partner listens and provides support and encouragement.
  6. Individuals and groups of students perform their reading for the class or other audience.
  7. The students and their teacher choose 3 or 4 words from the text to add to the word bank and/or word wall.
  8. Students engage in word study activities (e.g. word sorts with word bank words, word walls, flash card practice, defining words, word games, etc.)
- 
9. The students take a copy of the passage home to practice with parents and other family members.
  10. Students return to school and read the passage to the teacher or a partner who checks for fluency and accuracy.

Rasinski, T. V. (2010). *The Fluent Reader: Oral and silent reading strategies for building word recognition, fluency, and comprehension (2<sup>nd</sup> ed.)*. New York: Scholastic.

***Research using the FDL has been cited by the National Reading Panel as evidence of the importance of fluency instruction in the primary grade reading curriculum.***

## ***Fast Start* for Beginning Readers, their Teachers, and their Parents.**

***Fast Start* is an adaptation of the Fluency Development Lesson.**

- **A daily poem or rhyme**
- **An instructional mantra**
  - **Read to ...**
  - **Read with...**
  - **Listen to your child read to you...**
- **Engage in word study activities**

Padak, N., & Rasinski, T. (2005). *Fast Start for Early Readers*. New York: Scholastic Teaching Resources.

## Little Bo Peep

**Little Bo Peep  
Has lost her sheep,  
And doesn't know where to find them.  
Leave them alone,  
And they'll come home,  
Wagging their tails behind them.**



# Little Bo Peep

★ 8 ★

## ★ Looking at Words and Letters

- ☐ 1. Ask your child to find and circle the *t*'s.
- ☐ 2. Ask your child to find and circle the two lines in the poem that have only three words.
- ☐ 3. Say, *I'll say two words. You raise your hand if they begin the same:*  
**little, lost                      peep, bo                      lost, leave**
- ☐ 4. Ask your child to count all the words in the poem.
- ☐ 5. Ask your child to point to the top, then the bottom, of the poem.

## ★ Playing With Sounds

- ☐ 1. Say, *Listen while I clap (or tap) the beats of the poem. Now let's clap (or tap) the beats of the poem together.*
- ☐ 2. Ask your child how many beats are in these words: *little* (2), *lost* (1), *leave* (1), *wagging* (2).
- ☐ 3. Say, *I'll say two words. Clap your hands if they rhyme:*  
**alone, them                      sheep, peep                      come, home**

## ★ Beginning to Read

- ☐ 1. Ask your child to find and circle words with a long "o". (*Bo, know, alone, home*)
- ☐ 2. Say, *I'll say a word. You tell me the last sound in it:* *peep, lost, them, tails.*
- ☐ 3. Ask your child to find the words with two syllables or beats and to underline them.  
(*little, doesn't, alone, wagging, behind*)
- ☐ 4. Write *sheep* on a sheet of paper. Point out the *-eep* word family. Together, brainstorm, write, and read other words that rhyme and belong to the word family.
- ☐ 5. Together, choose two or three words from the poem. Add them to your word wall and practice these words daily. Or add them to your child's word bank (a collection of words on cards, one word per card).

## Effects of *Fast Start* on At-Risk First Graders' Reading Acquisition

### Mean Reading Letter and Word Recognition Accuracy:

	<u>Pretest</u>	<u>Posttest</u>	<u>GAIN</u>
Control	43.8	77.0	36.2
Fast Start Group:	46.2	100.6	54.4

### Mean Fluency (WCPM):

	<u>Pretest</u>	<u>Posttest</u>	<u>GAIN</u>
Control	1.0	13.4	12.4
Fast Start Group:	0.6	26.4	25.8

Rasinski, T., & Stevenson, B. (2005). "The Effects of Fast Start Reading, A Fluency Based Home Involvement Reading Program, On the Reading Achievement of Beginning Readers." *Reading Psychology: An International Quarterly*, 26, 109-125.



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